

SOCIETY TIMELINE

Lesson Plan: Myth Buster

Objective: Students will come to the conclusion that myths about people with disabilities have often led to misinformation which influences how society treats such individuals.

Students will become aware that scientific and medical knowledge about disabilities can lead to increased understanding of people with disabilities.

Materials: Myth-buster Card Template
Website pages

advocate	eugenics	infant mortality	perceptions	supernatural
asylum	exclusion	institution	persecution	
cripples	feeble-minded	jesters	physical disability	
deinstitutionalization	freak show	mainstream society	polio (infantile paralysis)	
deterioration	idiot	mental disability	reintegrate	
discrimination	inclusion	normalization	seizures	

Vocabulary:

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding

Health Standard 2: A Safe and Healthy Environment

MST Standard 4: Historical Development of Ideas in Science

SS Standard 1: History of the United States and New York

SS Standard 5: Civics, Citizenship and Government

The Arts: Creating, Performing and Participating in the Arts

Procedure:

1. The teacher should view the Timeline section of the Society wing of the website to gain background information.
2. Selections from the website may be viewed by students online or copies of those pages may be printed for student use.
3. Discuss the introduction to this section.
4. Look at selections from the website to find ways that thoughts about people with disabilities have changed over time.
5. Discuss the notion of myths and how, when perpetuated and left unchallenged, they can lead to misinformation influencing the quality of life for those affected.
6. List and discuss common myths about people with disabilities such as:
 - a. People with vision impairments have excellent hearing.
 - b. People with Down Syndrome have increased physical strength.
 - c. People in wheelchairs are unable to walk.
 - d. People with hearing impairments cannot speak.
 - e. People with Cerebral Palsy have low intelligence.
 - f. People with disabilities can only work at jobs made specifically for them.
 - g. People with visual or hearing impairments can not enjoy movies, concerts or the theater.
 - h. People with developmental disabilities must live in institutions.
 - i. People having epileptic seizures can swallow their tongues.

7. Direct students to medical and scientific information about disabilities. From this information, have students attempt to debunk the myths listed and discussed.
8. Using the template provided, have students create as many Myth-Buster cards as possible. Share or trade with other students.

Closure/Ticket out the door: How did this lesson affect the way you will treat or view people with disabilities?

Name _____



MYTH-BUSTER CARD TEMPLATE

Write a myth about people with disabilities on the “myth” side of your card. Research the scientific and medical information related to the myth. Write a debunking statement of the myth on the “facts” side based on the research you conducted. Your card(s) should include the following:

- *accurate information
- *an effective explanation of why the myth is false
- *A statement which explains how debunking the myth can improve the quality of life for people with disabilities

MYTH

FACTS

How can this information change the way people with disabilities are treated in our society?
